Philadelphia University

Faculty of Arts
Department of English
1ˢᵗ Semester, 2018/ 2019

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Course Syllabus

Course Title: Research Project **Level:** MA **Prerequisite (s):** 120701 **Co-requisite(s):**	**Module Code:** 120702 **Credit Hours:** 3 **Lecture Time Sunday** 4:00-7:00
Lecturer's Name: Dr. Khalil Nofal **Rank: Associate Prof.** **Office Number: :** **Office Hours: Sunday 3:00-4:00** **Phone: 2420** **E-mail:** Knofal@Philadelphia.edu.jo	

Course Coordinator: **Dr. Khalil Nofal**

Course Description:
The Research Project, which must be carried out in the second half of the last year of study, is an important integrative module, which invites the students to apply their knowledge, skills, and academic ability to a specific problem or issue in one of the areas which the Department programme covers. The project demands skills in researching and documenting materials, and in fine verbal and written expression. It encourages the students to tackle issues of their liking, although they have to discuss their choice of topic with their tutors and the Department before they can proceed with their research. To ensure that the work meets the standards which characterize research projects, a project supervisor is appointed to monitor students' progress in their projects. The supervisor advises the students and reviews the developing versions of their work. Upon submission, the project is assessed by a committee appointed by the head of the Department. The committee consists of two internal examiners in addition to the project supervisor. The time allocated to the project is one semester.

Aims (course Purpose/Objectives):
1. To enhance the students' research skills and abilities.
2. To assess the students' intellectual achievement.
3. To encourage the students to take a path in literary studies, linguistics or translation studies; and
4. To enable students to develop theoretically informed approaches to literature, language and translation.

Teaching Methods:(Lectures ,Discussion Groups, Tutorials, Problem Solving, Debates…etc)
This module is designed to promote independent study and thinking. Students therefore have to shoulder more responsibility for their own learning and have a sense of the significance of their own contributions. They will also have the opportunity to think about their own learning process (how and what they learn) and to improve their

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analytical and problem-solving skills. Consequently, the project supervisor is not expected to tell the students what to do and what to think. The role of the supervisor is to discuss the feasibility of the topic the student has chosen, to provide a preliminary list of primary and secondary reading material, and to review the developing versions of the research projects. Seminars will be used to outline what is expected from students and to help them develop their research question and proposal. Students will also be expected to present an outline of their research project as they would at a conference to their peers and supervisor. Individual supervision sessions during the office hours will also provide a formal process of support to the students.

Course Components:

1. **Support Material(s): a/v materials**

2. **Supplementary Readings (Books, Periodicals….. etc)**

   Students should visit the library and the internet.

3. **Study Guide(s) (if available)**

   Students should follow the teacher's instructions and advice.

4. **Homework and Laboratory Guide(s) (if applicable):**

   Students should do their assignments.

Contribution to Program Learning Outcomes:
A1, A2, A3, A5, B1, B2, B3, B4, B5, C1, C2, D1, D2, D3, D4, D5

Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).

a. *Knowledge & Understanding:*
   Students are expected to:
1. understand the topic or issue discussed in the project; and
2. demonstrate adequate knowledge of the field in which they have chosen to do research.

b. *Cognitive Skills (Thinking & Analysis):*
   Students are expected to:

1. understand and use a variety of critical terms and concepts;
2. comprehend the relationship between content and linguistic and literary form;

3. argue in an informed manner about critical, methodological and linguistic and theoretical issues, supporting the argument with textual evidence and relating theoretical ideas to the analysis required by their work; and

4. identify the affinities and differences between widely differing theories, views, or texts to form an independent, informed judgement.

c. *Communicative Skills (Personal and Academic)*
Students are expected to:

1. develop awareness about research and critical practice; and

2. apply a variety of concepts, critical theories, or literary approaches to analysis and evaluate the usefulness of these different theories to their own work and interests.

d. *Practical and Subject Specific Skills (Transferable Skills)*
Students are expected to:

1. manage their own learning time and research activities;

2. undertake independent scholarly research and exercise independent critical judgment

3. negotiate topics or issues, identifying their own areas of strength and interest;

4. organise and present information and arguments on the chosen topic in good oral and written English;

5. use a wide range of IT skills in researching and reporting on a topic.

The research project is just one of the ways the program encourages students to develop the skills necessary to allow them to take theoretical concepts and apply these concepts to practical situations in their work and personal lives.

Assessment Instruments

Modes of Assessment	Score	Date
Mid-term Exam	**30%**	**Week 8**
Term paper	**20%**	**Week 12**
Presentations	**10%**	**Week 15**
Final Exam	**40%**	**Week 16**
Total	**100**	

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified). Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research will be treated as a form of cheating.

1. Documentation Style (with illustrative examples)

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Reference List Styles

Book titles should be properly italicized and capitalized.

* <u>Book</u>

Trudgill, P. and Hannah, J. (1994,3ʳᵈ edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.
Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

* <u>Chapter/ Extract from an Edited Collection</u>

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds.) *Real English: The Grammar of English Dialects in the British Isles*, London, Longman.

* <u>Paper in a Journal or Magazine</u>

Wales, L. (1994) 'Royalese: The Rise and Fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

Journal Article:
Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on Fuzzy Languages'. *Information Sciences* 1, 421–434.

Book Article:

Sinha, Chris. (1999). 'Grounding, Mapping and Acts of Meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

Magazine Article:
Posner, M. I. (1993, October 29). "Seeing the Mind." *Science*, 262, 673-674.

Daily Newspaper Article:
'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

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Entry in an Encyclopedia:
Bergman, P. G. (1993). 'Relativity'. In *The New Encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <http://www.ccs.neu.edu/home/1pb/mud-history.html> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <http://falcon.eku.edu/honors/beyond-mla/> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

http://owl.english.purdue.edu/owl/resource/557/01
http://wally.rit.edu/internet/subject/apamla.htm

2.Protection of Copyright
Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

3. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

Course Academic Calendar:

The basic textbook will be James D. Lester and James D. Lester, Jr. (2007) *Writing Research Papers: A Complete Guide*. New York: Pearson Education. However supplementary material will be provided by the instructor in the form of handouts. Other books that may be useful include the following:

Anderson, G. (1990*) Fundamentals of Educational Research*. London: Falmer.
Berry, R. (1994) *The Research Project: How to Write It*. London: Routledge.
Blaxter, L., et al (1996) *How to Research*. Buckingham: Open University Press.
Burgess, R. (1993) *Research Methods*. Walton-on-Thames: Nelson.

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Week	Basic & Support Material to be covered	Homework/Reports and their due dates
(1)	Introduction to research	
(2)	Chapter 1	
(3)	Chapter 2	
(4)	Chapters 3 & 4	Choose your topic
(5)	Chapters 5 & 6	Start gathering working bibliography
(6)	Chapters 7 & 8	Make an outline
(7)	Chapters 9 &10	Discuss problems with instructor
(8)	Chapters 11 & 12	Discuss progress with instructor
(9)	Midterm Exam	
(10)	Chapters 13, 14, & 15	Discuss progress with instructor
(11)	Students' Research Projects	Presentations
(12)	Students' Research Projects	Presentations
(13)	Students' Research Projects	Presentations
(14)	Students' Research Projects	Presentations
(15)	Students' Research Projects	Presentations
(16)	Research Projects Reviewed & Evaluated	

Expected Workload:
On average students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.

Attendance Policy
Absence from lectures and /or tutorials shall not exceed 15% . Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Course Policies:
1. You are allowed up to (3) absences. If you exceed this number, you will fail the course.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Participation is an essential part of the course work. It does not merely mean coming to class; it rather means getting prepared to play an active role in class discussion.

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4. Make-up exams will be given when valid reasons for missing a scheduled exam are presented and only with the consent of the Dean.

Textbook(s):
See above.

References:
- ***Books***

The supervisor provides guidance on how to prepare a reading list of primary and secondary sources once the student has decided upon a project and had the consent of the Department.

- ***Journals***
- ***Websites***

http://owl.english.purdue.edu/workshops/pp/index.html#presentations